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ABSTRACT

Fewer people are applying for principal positions in New South Wales Catholic schools. A survey was designed to determine why fewer people were interested so that concerns could be addressed. In other countries, stress, overwork, and salary level are seen as the main deterrents to people seeking principal positions. In addition to the administrative and leadership qualities required of any principal, a Catholic school principal has the additional requirement of commitment to faith and religious practices. The respondents in this survey came from all types of Catholic schools (primary, secondary, systemic, and Congregational) and from all parts in the state. They were asked whether they would be interested in applying for a principalship at some state, whether it was unlikely that they ever would, or whether given the right circumstances and opportunities, they might apply. Certain themes emerged in the reluctance to take on the role. Over time, the principalship has gradually changed from one of religious to lay leadership and to a situation where nearly all principals are members of the laity. The layperson is likely to have family responsibilities, but some respondents perceived that there would be expectations and demands in this role more appropriate for a religious than a lay principal. Respondents who were teachers often did not want to lose close contact with students. Some felt that the salary difference did not match the degree of responsibility. The selection process was seen as too complex, flawed, or intrusive. Female respondents perceived gender bias in the selection process. There was a concern that there was too much red tape and bureaucracy involved in becoming a principal. Despite the concerns about salary, internal rewards, such as the desire to influence and shape others and the chance to make a difference in Catholic education, were positive reasons for wanting this role. The survey responses were analyzed by frequency, cross-tabulations, the General Linear Model form of multivariate analysis, the Oneway analysis, and the Univariate

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analysis of variance. Includes a 116-item bibliography from phase one of the study. (RKJ)

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AUSTRALIAN CATHOLIC UNIVERSITY

Leadership Succession in Catholic Schools in New South Wales

A Research Project

on behalf of

Catholic Education Commission - New South Wales

Phase Two

Final Report

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Leadership Succession Project

Why are more persons not applying for leadership positions in Catholic Schools in New South Wales?

Executive Summary

In August 1999, the Catholic Education Commission invited a research team from the School of Educational Leadership at Australian Catholic University to explore the question: "Why are more persons not applying for principals' positions in Catholic Schools in New South Wales?"

The project was carried out in two phases. In *Phase One*, a review of the relevant literature, a methodology, timelines and cost estimates were developed by the Australian Catholic University Research Team. The Literature Review from *Phase One* was tabled at the Commission meeting in February 2000 and the Bibliography from Phase One is included in this present report. In *Phase Two*, a survey instrument was developed and distributed, data from the returned surveys were analysed and this report completed.

The survey instrument was forwarded to every Assistant Principal, Religious Education Coordinator and Coordinator in Diocesan and Congregational schools in New South Wales. Over 1,000 completed questionnaires were returned. Quantitative data were analysed using the SPSS package. Qualitative data were analysed using a content analysis approach.

The demographic results provided a snapshot of Catholic school leadership in NSW at mid-year 2000 and showed a well-qualified lay group of persons in leadership position in the schools.

The findings of the survey indicated that more than half of all the respondents would be unwilling to seek a principalship. This figure varied from diocese to diocese with a low of 37% and a high of nearly 60%. When this overall figure was analysed by the position of responsibility of the respondents, 31% of Assistant Principals, 54% of Religious Education Coordinators and 65% of Coordinators were identified as 'unwilling' respondents, ie they would not apply for the principalship. Again, analysis of these results revealed diocesan variations.

Statistical analyses of the responses of why persons were not applying for principals' positions identified eight scales or categories of responses. These were:

1. The impact of the principalship on personal and family life;
2. The fact that respondents perceived the external environment as being unsupportive;
3. The expectation that the principal is the articulator of the explicit religious identity of the school;
4. The flawed nature of the interview process;
5. The excessive demands for accountability by the system;
6. The perception by respondents that they lacked the necessary expertise for the position;
7. The perception of gender bias in the appointment of principals; and
8. The perception by respondents that they would have to forfeit the close relationships with children and colleagues by taking up the principalship.

When the individual items in these scales were statistically analysed several items came through as influencing respondents not to apply for the principalship. These included:

- Principals salaries do not reflect the complexity of the task;
- The role intrudes too much on personal and family life;
- The interview process is seen as complex and sometimes unfair.

An analysis of the qualitative data from responses to open-ended items in the survey strongly supported these issues. Again these views were confirmed by the Reference Group which was formed to help 'test', interpret and validate the findings.

The survey also involved perceptions of why persons would apply for the position of principal. The analysis of responses generated two scales:

1. The *internal rewards* of being a principal, such as being able to make a difference in the lives of others were strong motivators for persons to apply for the principalship;

   and

2. The *external rewards*, such as salary or prestige, were perceived by respondents not to be as strong as the internal rewards as motivators for their decision to apply for the principalship.

Based on the literature, the statistical data and open-ended responses, the Research Team presents in this Report, 'Reflections' on the following issues:

1. The changing nature of the Catholic school culture and its implication for the principalship;
2. The paradox derived from the 'Catholic expectations' on the role of principal;
3. The need for shared leadership in the principalship;
4. The need to increase the pool of applicants for the principalship by paying particular attention to the concerns of coordinators;
5. The need to recognise that many potential applicants are either content in their current positions and/or prefer to remain teaching in the classroom so as not to lose close relationships with children and colleagues;
6. The perception that the salary of the principal does not recompense the principal for the demands and complexity of the role;
7. The need to ensure that the selection process is fair and transparent;
8. The feeling of women that there is 'gender bias' in the selection process;
9. The concern that there is too much red tape and bureaucracy to cope with in the principalship; and
10. The need to focus on internal rewards when developing policies and strategies to encourage more people to apply for the principalship.

LEADERSHIP SUCCESSION PROJECT

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Part One

INTRODUCTION

> *"Reports from nation after nation refer to the shrinking pool of applicants for the Principalship" (Caldwell 2000).*

For a number of years there has been an increasing concern in Catholic education circles in New South Wales that there is a need to develop a strategy to ensure an ongoing supply of well-qualified and highly motivated principals for Catholic schools. As Canavan (1998) points out, there is not much evidence that Catholic schools have embraced succession strategies, "apart from an ardent prayer that there will be someone out there, somewhere, who will be able to fill the vacancy." In addition, there has also been a concern that there are fewer 'appointable' applicants applying for advertised positions in systemic Catholic schools in NSW and there is anecdotal evidence that this situation is being replicated in the Congregational or private Catholic schools.

A recent review of the applications for principalship vacancies in Catholic primary and secondary schools in NSW, indicated disappointment with the number of persons applying for these leadership positions. For a number of schools, the position of principal had to be re-advertised because of this lack of applicants.

The proposal for this present study grew out of a consideration by members of the Catholic Education Commission, New South Wales (CEC NSW) of the need for a more planned approach to leadership succession in Catholic Education. These discussions pinpointed the need to make the principalship more attractive to Catholic school teachers, coordinators and assistant principals.

In August 1999, the CEC NSW invited a research team from the School of Educational Leadership of Australian Catholic University (ACU) to research the question: *Why are more persons not applying for Principal positions in Catholic schools in NSW?*

The Commission proposed that the project should proceed in two parts.

- *Phase One* - Carry out a review of the relevant literature, and develop a methodology, timeline and cost estimates.
- *Phase Two* - Develop a survey instrument, carry out the study and prepare a report.

Phase One of the project resulted in a comprehensive literature review which was tabled at the Commission meeting in February 2000. The Bibliography from Phase One is included in this Report as Appendix F.

Phase Two involved the preparation and administration of the survey to all Assistant Principals (APs), Coordinators and Religious Education Coordinators (RECs) in Catholic Systemic and Congregational schools in New South Wales.

Methodology

As the intent was to gather responses from all those who were in positions of responsibility that normally constitute the pool from which leaders for the Catholic Schools are drawn, it was decided to develop a survey instrument and distribute it to all APs, coordinators and RECs.

To develop the survey instrument the following steps were followed:

1. An extensive review of the literature was carried out;
2. Meetings were held with members of the Commission Working Party;
3. Local, national and international colleagues were consulted;
4. Two workshop sessions were presented at the Catholic Schools Principals' Conference at Tamworth in May 2000 ;
5. Telephone interviews were conducted with a number of newly appointed principals and APs in New South Wales for 2000; and
6. Discussions were held with post-graduate students in educational leadership.

The draft survey was piloted with a group of interstate persons in positions of responsibility in schools, equivalent to the intended respondents, and modified in the light of their comments.

The survey was distributed to all APs, coordinators, and REC's in all schools in each diocese in New South Wales. Over 1,000 completed surveys were returned and analysed. Ongoing analyses of the data were carried out using standard statistical procedures within the SPSS computer software program. In order to provide the Diocesan and Congregational schools with immediate access to the statistical results, a meeting was held at the University with representatives of these groups. The purpose of the meeting was to provide feedback and access to data after the preliminary analyses so the Diocesan and Congregational representatives could develop and implement principal recruitment strategies for 2001. The meeting was structured in workshop format with the representatives acting as partner researchers. They were introduced to the data, initial structure of the analysis, and preliminary findings. Then, using the results from their particular constituencies in each of the dioceses, the representatives were invited to identify implications for their own areas of responsibility and provide feedback to the Research Team.

In December 2000, the preliminary findings were presented to the members of the Working Party of the Commission for consideration, discussion and feedback. The structure of the final report was also discussed and agreed to at this meeting.

Prior to the presentation of the report to the Commission, a Reference Group comprising APs, coordinators and RECs from primary and secondary schools in the three Sydney dioceses met with the Research Team to consider issues raised by the results in the Draft Report. This group enabled the Research Team to 'humanise the analysis process', 'test' and authenticate the results and help determine the relevance and usefulness of the findings and conclusions with practical considerations and implications from the field.

A generic approach has been adopted in this report. Statistical analyses were used to develop a composite profile for all dioceses. The findings and commentary in this report, therefore, reflect, for the most part, issues and challenges that are common across each diocese. Each diocese will need to contextualise these findings and conclusions for its own circumstances. To assist them in doing this, the Research Team can make available to each diocese an analysis of its own data. However, in the opinion of the Research Team, while particular findings apply to some dioceses more than others, key findings have implications for all Diocesan and Congregational schools.

Part Two

METHODOLOGY

The focus of the project was to determine why more persons are not applying for principal positions in Catholic schools in NSW. Following consultations, detailed in the previous part, it was decided to survey persons who participate with the principal as members of the School Executive and who might see themselves, at some stage in their careers, aspiring to the position of principal. This survey was used to identify the perceptions of respondents as to reasons why they would not apply for the principalship and also to identify reasons that might encourage respondents to apply.

Developing the Survey Instrument

Commencing January 2000, groups of students enrolled in the Master of Educational Leadership in centres outside NSW, many of whom were AP's and coordinators, were asked to nominate perceptions that might discourage them from applying or encourage them to apply for a principalship. In addition, a number of persons recently appointed to principal and AP positions in Catholic schools in NSW for 2000 were surveyed by telephone and asked to identify factors which would influence them to apply or deter them from applying for or taking up their new positions. Consultations with national and international colleagues familiar with the subject area also assisted in providing ideas for the development of the survey instrument.

In discussions involving the Commission Working Party and the Research Team, it became obvious that the issue of the future of the principalship and reasons for persons not wishing to apply for the position appeared to be a common problem across the 11 dioceses in NSW. Congregational schools operate outside diocesan structures and, nominally, constitute a significant group and were assumed to have similar problems in recruiting principals. On this basis, and for the sake of a complete analysis, the Congregational schools were analysed as a separate group as though they constituted a 12th diocese.

An analysis of the perceptions derived from the groups consulted by the Research Team for the construction of the questionnaire identified the following categories of issues and concerns:

- Primary and Secondary school concerns;
- Lifestyle issues;
- Evolving demands of society on the personal and professional life and time commitment of the principal;
- Gender concerns, especially those related to women's perceptions of their accessibility to the principalship;
- City and country placement issues;
- Disruption to family life by relocation to take up a new position;
- Income concerns;
- Increasing responsibilities of the position;
- Transition from 'religious' model to 'lay' model of school leadership; and
- Recruitment pathways to the principalship;

Issues relating to the methodology for the project included:

- Identification of best groups to provide definitive answers to the survey items;
- Development of a suitable survey instrument;
- The efficacy of telephone interviews;
- Gathering of quantitative and qualitative data to best answer the research question and
- Possible follow-up of persons who apply for principals' packages when vacancies are advertised and who, for some reason, do not go on to apply again for the position;

Taking these perceptions and methodological issues into consideration, it was decided to develop a survey instrument which included some open-ended questions, demanding written responses.

The Structure of the Survey Instrument (see appendix A for Survey Instrument)

- Eleven items were developed to gather demographic data;
- One item was designed to divide the respondents into identifiable groups based on their career aspirations (question 12);
- A total of 47 items were developed to test the perceptions of respondents as to why they would not apply for the principalship;
- A total of 15 items were developed to identify perceptions influencing persons to apply; and
- Two open-ended statements were included to allow for respondents' qualitative comments on (1) why they would not apply and (2) why they would apply.

The instrument was tested for validity and reliability by conducting a pilot study with interstate personnel holding similar positions of responsibility in schools to those who were to be respondents in the research. Minor modifications to eliminate perceived ambiguities or clarification of directions to the survey instrument were made on the basis of feedback from this study.

Demographics of Respondents

The demographic section was based on factors which were identified in the literature and by the Research Team to influence decisions affecting applications for the principalship. These data provided a 'snapshot' of the population of possible recruits for the principalship. These factors included:

- Location;
- Personal and family circumstances;
- Professional position, qualifications and experience in that position;
- School system i.e., Diocesan, Systemic, Independent, or Congregational;
- School type ie, Primary, Secondary, Central School, Special School.

Experience in gathering personal data has shown that some respondents find requests in this area too intrusive and they may not respond to questionnaires seeking this information. There were a number of areas that the researchers would have liked to explore directly but did not do so because of sensitivity to such personal issues. These included questions seeking details

of religion and religious practice. Care was taken to make the statements and questions in the survey as non-threatening as possible in order to maximise the returns.

Sorting Respondents by Aspirations

James and Whiting (1998), in their research into the 'Career Perspectives of Deputy Head Teachers in the United Kingdom', developed, what they called, a 'Career Anchorage Model' to describe their findings. In order to obtain a picture of their career aspirations, they surveyed APs who had either applied for a principalship and were no longer doing so or had never applied and did not envisage doing so. This model was adapted and used in the current survey to sort the population into similar categories.

The Perception Statements

The positive and negative perceptions of factors affecting persons applying for the principalship derived from the literature review and the various consultations were formed into items to enable the respondents to indicate the importance to them of a particular issue in influencing their decision not to apply for the principalship. The Research Team was concerned that the overall research project could, therefore, be considered to have a negative focus, since the majority of exemplar items in the survey addressed this concern. To balance this, a series of items was also developed and included in the survey to reflect a positive aspect of the question as to what factors would influence a person to apply for the principalship.

Respondents were requested to respond to each survey item using a five point scale ranging from 1 (Not at all) to 5 (Very strongly).

Open-ended Statements

An opportunity for respondents to expand on their answers to either aspect of the research question was provided by two open-ended statements. The first statement was "The three most important factors that would influence my *decision not to apply for a principalship* in a Catholic School" and the second statement was "The three most important factors that would influence my *decision to apply for a principalship* in a Catholic School". The Research Team believed it was important to allow the respondents to provide qualitative feedback outside the constraints imposed by responding to the items in the survey.

The Population

There are over 3,000 APs, coordinators, and RECs in the 564 Catholic systemic schools in NSW. There are 51 Congregational schools, with local variations in their management and structures. The number of persons holding equivalent positions of responsibility in these schools was assumed to be of a similar ratio to the systemic schools.

Surveys were distributed in June to the systemic Schools to all APs, RECs and Coordinators by the respective Diocesan Offices and to the Congregational Schools through the Commission. There were 1,024 replies received by the closing date in July. This constituted a response rate of 30% (full details see Table A1). Statistically this number of replies is sufficient to provide a reliable basis on which to base any discussion of the results (Leedy 1997).

Validation of Results

The results were validated by their being evaluated and tested by members of the Commission Working Party, as well as Diocesan and Congregational school representatives at special meetings in October and December 2000. Finally, a Reference Group of APs, coordinators and RECs met with the Research Team in March 2001 to consider the results and issues emerging from the analyses. This constituted a 'reality check' for the findings and conclusions and was especially important in raising contextual and practical issues related to the findings.

Part Three

RESULTS

An analysis of the results from the survey instrument is presented under the following headings:

- Demographic data;
- Career aspirations of the respondents;
- Creation of scales from the survey;
- Analysis of perceptions influencing a person NOT to apply for the Principalship; and
- Analysis of perceptions influencing a person TO apply for the Principalship.

DEMOGRAPHIC DATA

APs, coordinators and RECs, together with the principal, constitute the school executive and, in the normal course of events, future principals will be recruited from within their ranks. The number of APs, coordinators and RECs in Diocesan systemic schools in New South Wales are shown in Table 1. The number of persons holding equivalent positions in Congregational schools is an estimate, since there may be local variations to title and degree of responsibility in those schools (eg., AP – Pastoral Care, AP – Curriculum, or similar titles with equivalent status).

The response rate was approximately one-third of the questionnaires sent to the schools. Just on half of the APs in diocesan schools responded and about one-quarter of the coordinators and RECs. (See Table A1).

From a statistical point of view, this number of returns was sufficient to enable appropriate and reliable statistical procedures to be conducted.

The respondents represented a mixture of metropolitan, regional, rural and remote locations, with the majority being metropolitan and an approximately equal number of primary and secondary teachers. Central and Special Schools were included in the survey, however the returns from these sectors were small (15 responses from the Central Schools, 3 from the Special Schools). (Tables A2 & A8).

*Table 1 – Number of APs and coordinators in NSW Diocesan Schools: **

Dioceses	Assistant Principals (incl Acting)	Coordinators (incl RECs, P/T & Acting)
Armidale	20	73
Bathurst	22	72
Broken Bay	43	158
Canberra & Goulburn	53	193
Lismore	42	212
Maitland-Newcastle	55	219
Parramatta	75	550
Sydney	148	887
Wagga Wagga	17	43
Wilcannia-Forbes	7	20
Wollongong	41	198
TOTALS	**523**	**2,625**

* Figures supplied by CEO Sydney.

The majority of the respondents were female (60%) with a greater proportion of them responding from the primary sector (80%), (Table A3).

The majority of respondents were from Diocesan systemic schools (88%), with Congregational schools well represented (12%), (Table A4).

Most of the respondents were or had been married (79%), with the remainder indicating that they were single. Members of religious orders were 1.3% of the responding population and this figure is in line with the overall representation in the school population (1.8% in 2000) (Table A6).

The positions of responsibility and each of the age ranges in the school being surveyed were also well represented. (Table A8).

The respondents were well qualified, the majority (53%) holding post-graduate qualifications. (65% of the AP's, 58% RECs and 47% of Coordinators), (Tables A10 & A11).

The Research Team is confident that the results of the questionnaire reflect the overall views of the population of APs, coordinators and RECs in the Catholic systemic schools and Congregational schools in New South Wales as at mid-2000.

CAREER ASPIRATIONS OF THE RESPONDENTS

The question relating to the career aspirations of the population in the survey (Q.12) was most significant. This question was based on a similar survey conducted in two Local Educational Areas (LEA) in England and Wales by Chris James and Denise Whiting in 1998. From this survey they developed their Career Aspirations Model (CAM).

The James and Whiting survey divided the population of deputy principals into five distinct groups, based on their willingness to seek a principal's position:

(a) *Unavailed Aspirants:* those who have applied for a principals' positions in the past and will not do so in the future;

(b) *Settlers:* those who have never applied for a principal's position and do not envisage doing so in future;

(c) *Unpredictables:* those who have applied for a principal's position in the past but are unsure whether they will continue to do so;

(d) *Potential Aspirants:* those who have not yet applied for a principal's position but envisage doing so in the future; and

(e) *Active Aspirants:* those who are actively seeking a principal's position.

In the CEC/ACU project, the population to be surveyed was expanded beyond APs to include coordinators and RECs, since these three groups, together with the principal, usually constitute the membership of the school executive and the most likely source of future principals. It was originally planned to use the same five categories to analyse the responses. Following the pilot study, and other relevant consultations, however, a sixth category was added for this current project.

(f) *Uncertain Aspirants:* those who would only apply for a principals' position if it was in a suitable location for them.

This new category was linked with group (c) the 'unpredictables'.

Since the primary focus of the survey was to find out reasons why persons were not applying for principals' positions, the analysis focused, primarily, on the responses of the *Settlers* and *Unavailed Aspirants*.

The results of the responses to Question 12 are shown in Table 2.

Table 2 – Career Aspirations of all Respondents Question 12:

Career Aspirations		Frequency	Percent	Group
Unavailed aspirants	I have applied for a principalship in the past but….	35	3.4	Unwilling Respondents
Settlers	I have never applied…and do not…..	498	48.6	
Un-predictable	I have not yet applied…..but am unsure if I will….	51	5.0	Unsure Respondents
Uncertain	I would only apply…..if it was in a suitable location…	116	11.3	
Potential Aspirants	I have not yet applied….but do envisage doing so…..	270	26.4	Willing Respondents
Active Aspirants	I am actively seeking a principalship.	38	3.7	
	Total	1008	98.4*	

**See notes Table A1*

Note:
For the discussion of these results, the respondents were placed in three groups:

- *Unwilling Respondents* - comprising the Unavailed Aspirants and Settlers
- *Willing Respondents* - comprising Potential Aspirants and Active Aspirants
- *Unsure Respondents* - comprising the Unpredictable and Uncertain Respondents

The following general comments apply to Table 2:

- 52% of the respondents described as *unwilling respondents* are not seeking a principal's position at any time from now on;
- 30.1% of *willing respondents* are planning to apply for a principal's position at some stage in the future;
- 16.3% of *unsure respondents* may apply for a principal's position at some time in the future given the right circumstances.

When the overall responses shown in Table 2 above were analysed by diocese, there was a variation in these group responses from a low of 36.9% *unwilling respondents* for Canberra & Goulburn to a high of 59.6% for Wollongong. These results are shown in Figure 1 and detailed in Table A12 .

These results provide the basis for further research in those dioceses.

When the results shown in Table 2 were analysed according to the *position of responsibility of the respondents*, the pattern changed considerably.

Approximately 300 **Assistant Principals** responded to the survey. Of these:

- 30.6% indicated they are not willing to apply for a principalship as compared with the 52% of the *unwilling respondents* in the total survey.
- 45.2% are planning to apply to be principals at some stage, compared with 31% of the total survey population

Approximately 200 **RE Coordinators** responded to the survey. Of these:

- 54.6% were unwilling to apply compared to 52% in the total survey.
- 26.9% were willing to apply compared to 31% in the total survey.

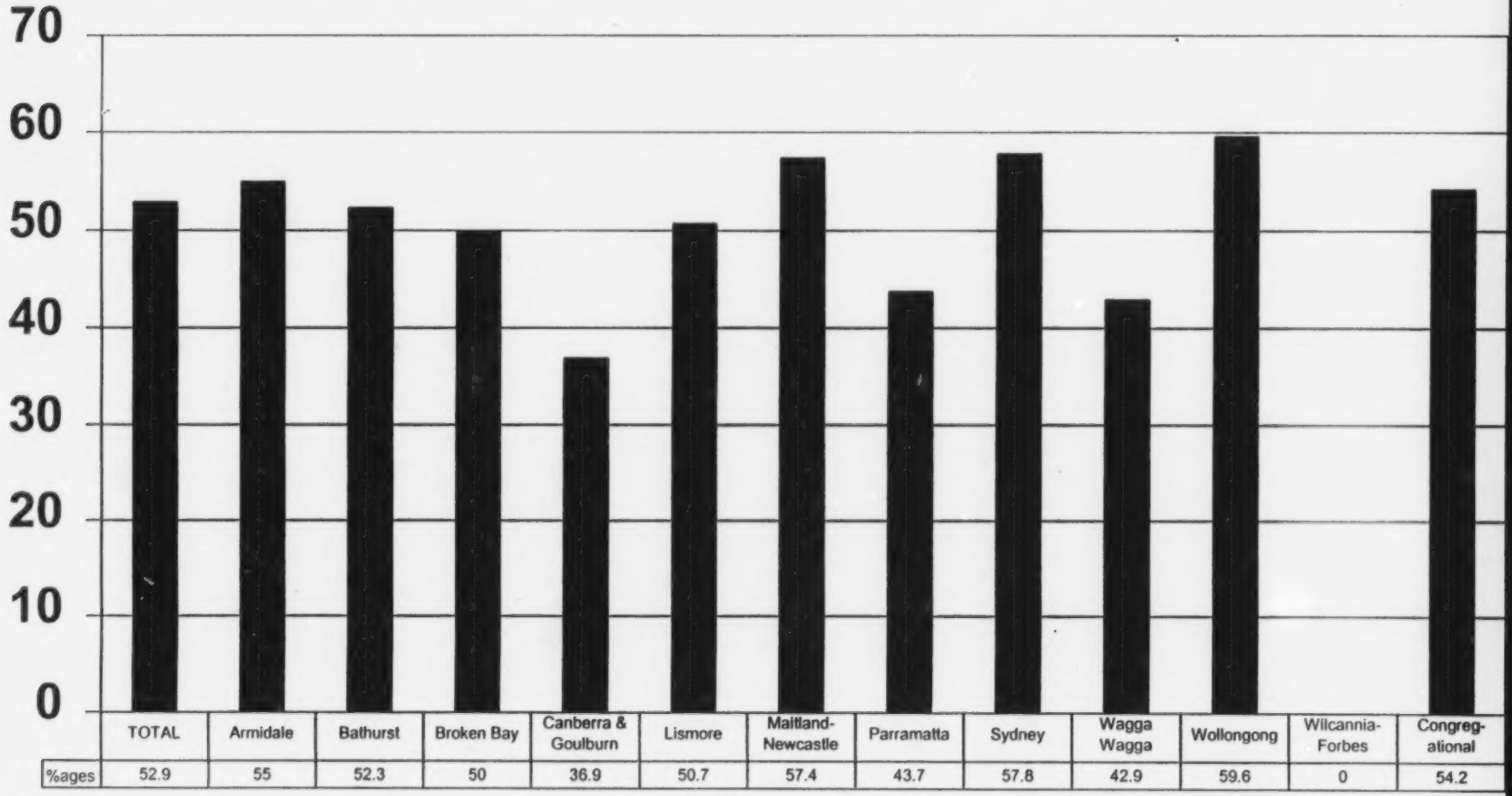
Of the nearly 500 **Coordinators** who responded:

- 65.4% were unwilling to apply compared to 52% in the total survey.
- 23.7% would be willing to apply at some stage compared to 31% in the total survey.

The results for APs in this study compares favourably with the report of James and Whiting who recorded 51.5% *unwilling respondents* among APs in their research in the United Kingdom.

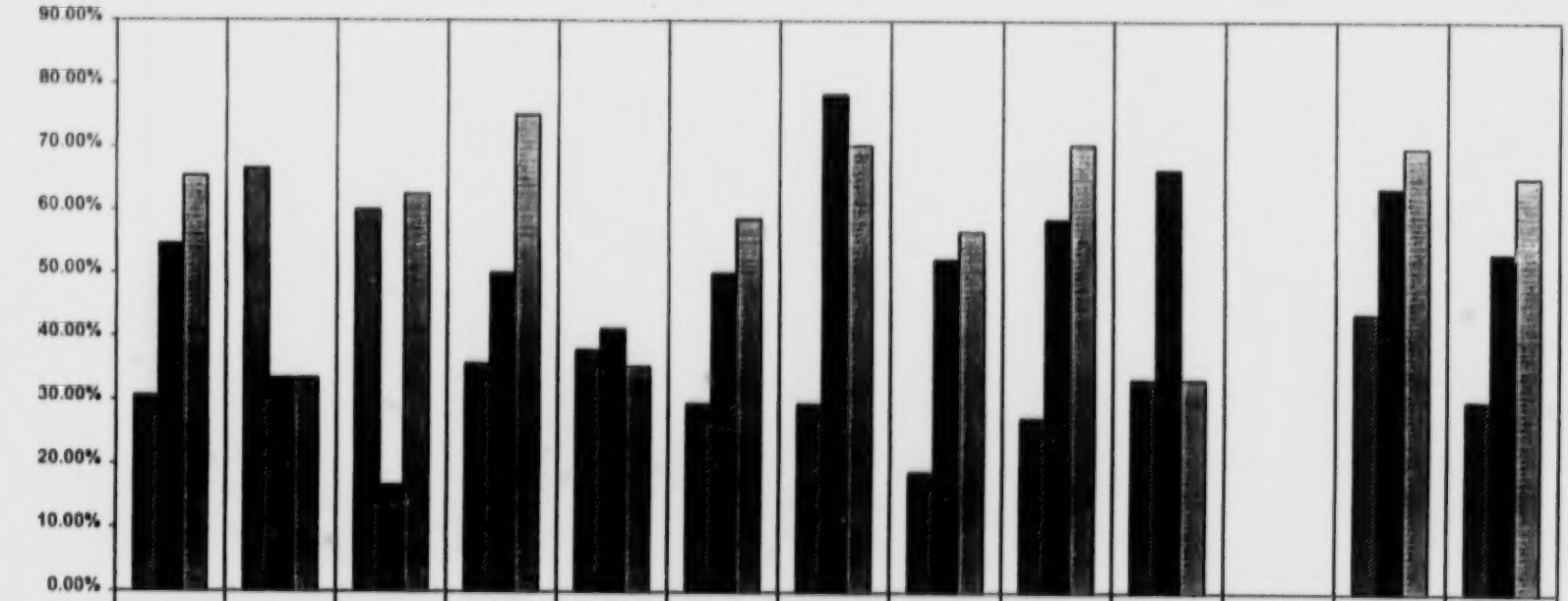
When these results of the *unwilling* aspirants were analysed by position of responsibility and by diocese, local variations were evident and are shown in Figure 2.

The Career Aspirations of each group of respondents are shown in Tables A13-A15.



	TOTAL	Armidale	Bathurst	Broken Bay	Canberra & Goulburn	Lismore	Maitland-Newcastle	Parramatta	Sydney	Wagga Wagga	Wollongong	Wilcannia-Forbes	Congregational
%ages	52.9	55	52.3	50	36.9	50.7	57.4	43.7	57.8	42.9	59.6	0	54.2

Figure 1: Percentages of ALL respondents according to Diocese/Congregational schools unwilling to seek a Principalship



	TOTAL	Armidale	Bathurst	Broken Bay	Canberra & Goulburn	Lismore	Maitland-Newcastle	Parramatta	Sydney	Wagga Wagga	Wilcannia-Forbes	Wollon-gong	Congre-gational
AP's	30.60%	66.60%	60.00%	35.70%	37.90%	29.40%	29.40%	18.75%	27.17%	33.30%	0.00%	43.75%	30.00%
REC's	54.60%	33.30%	16.60%	50.00%	41.17%	50.00%	78.26%	52.17%	58.57%	66.60%	0.00%	63.63%	53.30%
Co-ords	65.40%	33.30%	62.50%	75.00%	35.29%	58.69%	70.27%	56.66%	70.50%	33.33%	0.00%	70.00%	65.43%

Figure 2:Percentages of ALL Respondents according to Position and Diocese Unwilling to seek a Principalship

CREATION OF SCALES FROM THE SURVEY

Responses to the 47 survey items asking why the respondents would be unwilling to apply for the principalship were subjected to statistical analyses to identify underlying commonalities in the patterns of the responses. Eight clusters of items or scales, were identified and was each given a name based on a consideration of common factors or themes in the content of the statements in each cluster. The scales, arranged in decreasing order of importance to the respondents, (See Table 3) are:

1. The impact of the principalship on personal and family life;
2. The fact that respondents perceived the external environment as being unsupportive;
3. The expectation that the principal is the articulator of the explicit religious identity of the school;
4. The flawed nature of the interview process;
5. The excessive demands for accountability by the system;
6. The perception by respondents that they lacked the necessary expertise for the position;
7. The perception of gender bias in the appointment of principals; and
8. The perception by respondents that they would have to forfeit the close relationships with children and colleagues by taking up the principalship.

Table 3 – Scales Ranked by Weighted Average:

Scale	Ranked by Weighted Average
1. Personal and Family Impact	1
2. Unsupportive External Environment	2
3. Explicit Religious Identity	3
4. Interview Problems	4
5. Systemic Accountability	5
6. Lack of Expertise	6
7. Gender Bias	7
8. Loss of Close Relationships	8

The responses to items 61 to 75 of the survey requesting perceptions that might influence a person to apply for a principalship were subjected to the same factor analysis method and two scales were identified, namely:

1. Internal Rewards
2. External Rewards

These two factors will be discussed later in the report.

The eight scales were analysed to identify any variation to their ranking when considered against the positions of responsibility held by the respondents or affected by issues from the demographic data. From this analysis it was found that there was a consistent ranking of the scales across the positions of responsibility (Table 4). When the scales were ranked according to school type, the results were similar for primary and secondary schools (Table 5).

Interview problems seemed to be of greater concern for the primary respondents, while systemic accountability ranked higher for the secondary respondents (Table 5).

The figures varied considerably for Central and Special schools, but given the small number of respondents, care needs to be taken when interpreting data from these schools (Table 5).

When ranking by school type was further analysed by gender, there was a noteworthy difference. Female respondents ranked 'gender bias' highly while the male respondents ranked it lowest of all of the eight scales (Table 6).

Table 4 – Scales Ranked by Position of Responsibility:

Scale	Assistant Principals	REC	Coordinator	Overall
1. Personal and Family Impact	1	1	1	1
2. Unsupportive External Environment	2	2	2	2
3. Explicit Religious Identity	3 (aeq)	4	3	3
4. Interview Problems	3 (aeq)	3	4	4
5. Systemic Accountability	5	5	5	5
6. Lack of Expertise	6	6	6	6
7. Gender Bias	7	7	7	7
8. Loss of Close Relationships	8	8	8	8

Table 5 – Scales ranked by school:

Scale	Primary	Secondary	Central	Special	Overall
1. Personal and Family Impact	1	1	1	8	1
2. Unsupportive External Environment	2	2	5	3	2
3. Explicit Religious Identity	4	4	2 (aeq)	2	3
4. Interview Problems	3	5	4	1	4
5. Systemic Accountability	5	3	2 (aeq)	5	5
6. Lack of Expertise	6	6	7	4	6
7. Gender Bias	7	8	6	6	7
8. Loss of Close Relationships	8	7	8	7	8

Table 6 – Scales ranked by gender and school type:

Scale		Primary	Secondary	Central	Special	Overall
1. Personal and Family Impact	F	1	1	2	-	1
	M	1	1	2	-	
2. Unsupported External Environment	F	2	3	8	-	2
	M	2	2	4	-	
3. Explicit Religious Identity	F	4 (aeq)	6	3	-	3
	M	6	4	3	-	
4. Interview Problems	F	4 (aeq)	4	4	-	4
	M	4	6	6	-	
5. Systemic Accountability	F	6	5	6	-	5
	M	3	3	1	-	
6. Lack of Expertise	F	7	7	5	-	6
	M	5	5	5	-	
7. Gender Bias	F	3	2	1	-	7
	M	8	8	8	-	
8. Loss of Close Relationships	F	8	8	8	-	8
	M	7	7	7	-	

While this general level of analysis gives a useful overview of the responses related to the eight scales, a more in depth analysis is necessary and is presented in the next section.

ANALYSIS OF RESPONSES TO PERCEPTIONS INFLUENCING A PERSON NOT TO APPLY

This section of the analysis touches the heart of the problem. Because of the importance of this section each scale and the items which make it up have been included and are commented on separately.

Respondents not only reacted to the 47 statements of perceptions why persons might be influenced not to apply, but were also invited to provide written responses. Appropriate conclusions, including quotes, from a qualitative analysis of the open-ended questions on the survey are included in this section to support the findings of the survey. In addition, the Reference Group's interpretation of the findings has also been included.

Impact on Personal and Family Life

An analysis of the responses to the open-ended questions indicated that issues related to the impact on the principal's personal and family life received a frequency response rate of 40.3%. (This percentage represents the number of respondents who noted this as a reason - N = 450). From the qualitative responses, this seems to be by far the most important reason why respondents would not want to apply for the principalship.

If we add to this the fact that the excessive demands and high accountability/responsibility expectations of the job (frequency response of 26%); the pressures of excessive workload and resulting stress levels involved (frequency response of 13.3%) and the time pressures (frequency response of 18.6%), we get a strong picture of why so many respondents do not want to apply for the principalship.

The scale, entitled "Personal and Family Impact", was ranked highest by the respondents and the mean values of the responses for each item confirm their importance in influencing a person's unwillingness to seek a principalship (see Table 7).

Table 7 - Personal and Family Impact

Item	Description	Mean**	Standard Deviation
14	The time pressures are too stressful	3.76	1.10
40	The role intrudes too much on personal and family life	4.07	1.03
41	There is too much responsibility involved in the role of principal	3.55	1.23
43	Relocating to take up a principalship is too disruptive to family life	3.62	1.28
60	Moving to a new location means suitable employment also has to be found for the spouse	3.53	1.45

** The mean scores are derived from the respondents' scores on a 5-point scale. Respondents were asked to rate each item in terms of its importance to them from 1 = "Not at All" to 5 = "Very Strongly".

The Reference Group agreed that the number of different demands on the principal, caused difficulty in terms of family life and there should be more recognition of this by the employers.

A number of direct quotations from the open-ended questions are presented to substantiate the importance of personal and family impact on respondents' unwillingness to apply for the principalship. The selection of quotations are meant to represent a range of views on this issue. These include:

"I would not apply because of the time taken out of family life and the expectations of after hours meetings etc. Also because of the emotional impact of making difficult decisions." (Married F, 31-35, with dependent children, holds a degree, coordinator in a diocesan primary school)

"Two of the three most important factors that would influence my decision not to apply, are: a) the location, I am not willing to relocate my family to a remote or rural location & b) the time constraint, huge demand to attend meetings, functions, both in and out of school hours." (Married F, 46-50, with dependent children, Masters, coordinator in a diocesan secondary school)

"At this stage of my life, I don't need the responsibility. I am happy being part of the leadership team, without taking on the added responsibility of principal." (Married F, 41-45, with dependent children, Dip Teach., REC diocesan primary school)

"I have been a primary school principal for 13 years and decided it was time to experience first hand, the joys and trials of primary responsibility for a class. Also I found great disruption to my family life, friendships and schooling." (Married M, 41-45, with dependent children, Post Grad Cert., coordinator in diocesan primary school)

"The huge work load would impact on family life." (Married F, 36-40, with dependent children, Masters, coordinator with a diocesan secondary school)

"At this stage of my life, I want to retire and cultivate my own spirit, although spiritually and professionally, I believe principalship is a valid career." (Married F, 56 or more, without children, Masters, AP Independent secondary school)

"I would apply if this position came up at the school where I currently hold the Executive position, eg. an AP." (Married F, 36-40, with children, Dip Teach, coordinator, primary school)

Unsupportive External Environment

This scale, unsupported external environment (Table 8), was ranked second highest and the mean value for each item was well above the average. The highest ranking item in the whole of this part of the Survey was Item 38, principals' salaries – which respondents agreed was the most noteworthy factor in their unwillingness to apply for the principalship. The members of the Reference Group pointed out the disparities when principals' salaries are tied to school size. The salary earned by the principal of a small school is perceived not to be commensurate with the responsibilities borne by people holding that position, especially when compared with salaries earned by people in positions such as APs or coordinators who do not have to bear the same responsibility.

Table 8 - Unsupportive External Environment

Item	Description	Mean**	Standard Deviation
24	The media over-scrutinises teachers, schools and the education process	3.57	1.30
26	Principals are increasingly expected to be social workers	3.58	1.24
27	The education profession is held in low esteem by the community	3.63	1.30
28	Schools are experiencing a decrease in parental support and co-operation	3.41	1.18
29	Principals are increasingly exposed to litigation	3.81	1.10
32	There is an increase in accusations of child abuse	3.10	1.14
34	There is an increase in violence in schools	2.88	1.14
36	Principals have to deal with parents who are more critical and confrontational	3.73	1.19
38	Principals' salaries do not reflect the complexity of the task	4.15	1.12

** The mean scores are derived from the respondents' scores on a 5-point scale. Respondents were asked to rate each item in terms of its importance to them from 1 = "Not at All" to 5 = "Very Strongly"

The qualitative data named litigation (frequency response of 7.3%), demands of and complaints from parents and community (frequency response of 7%), and the demands and expectations of the clergy, especially the Parish Priest, (frequency response of 6.6%) as

elements of an unsupportive external environment that would influence respondents' decision not to seek a principalship.

The following quotes from respondents highlight some of the issues just discussed:

"The remuneration is not good enough". (Single F, 31-35, REC in primary school, with a Masters)

"The lack of resources provided for a principal to run an effective organisation, staff, classroom resources, opportunities for students, as well as the amount of change and outside interference on the nature of education would dissuade me from applying." (Single male 36-40, holds a degree, a Coordinator in a Diocesan secondary school)

"I would not apply because principals are being confronted with unrealistic expectations of parents and the reality is that principals are caught in the middle of a tug-of-war." (Married F, no children, 30 or less, an REC in a Diocesan primary school)

"The three most important factors that would influence me not to apply are – poor salary; the lack of support of parents and staff; the red tape and accountability." (Married M, 41-45, with dependent children, holds a Masters, a REC in Diocesan systemic secondary school.

"Simply not enough money." (Married F, 51-55, non dependent children, Dip Teaching, REC Diocesan primary school)

"The lack of financial resources to adequately implement change and meet the needs of children." (Married M, 41-45, with dependent children, Post Grad cert., coordinator in diocesan primary school)

"One of the negatives is the power that the union has and how the CEO doesn't support leaders in union matters. As well as that, the salary doesn't match qualification and experience by number [of years]." (Single F, 36-40, Masters, AP in diocesan systemic primary).

"The salary package is insufficient, time versus value is not balanced with the real world. Sufficient support staff are not there, it's a battle to get anything done, other than what is routine. School resources are insufficient, it's always penny pinching. Real education needs real resources. They are so out dated in most schools." (Married F, 46-50, no children, Post Grad Dip., Coordinator in Diocesan secondary school)

"The salary does not adequately renumerate the individual for the responsibility and the level of work required." (Married F, 51-55, with dependent children, Degree, Coordinator in a Diocesan primary school)

"Salary packages do not compensate for the demands of the position in the school, let alone the interference of others like the Parish Priest and Parish Council." (Single F, 41-45, no dependent children, Post Grad Dip., Coordinators primary school).

"Unco-operative Parish Priest." (Single F, 41-45, Masters', AP primary school).

Explicit Religious Identity

Explicit religious identity (Table 9) presents particular challenges for the principal in trying to balance tradition and changes in the Church and the fact that community expectations in this area can be "behind the times" (Reference Group).

Table 9 - Explicit Religious Identity

Item	Description	Mean**	Standard Deviation
50	The principal is expected to be a 'practising' Catholic	3.27	1.73
54	There is an expectation for a principal to lead the faith community of the school	3.41	1.46
57	Principals are seen as the articulators and guardians of moral standards	3.29	1.25
59	The Catholic identity of the school is becoming more difficult to sustain	3.34	1.24

** The mean scores are derived from the respondents' scores on a 5-point scale. Respondents were asked to rate each item in terms of its importance to them from 1 = "Not at All" to 5 = "Very Strongly

For a person to be a principal, the applicant is required to be a practising Catholic. APs and RECs are also required to be Catholics. There is no faith requirement for the Coordinator position. An important consequence of this is that coordinators who constituted about half of the respondents contained a group of persons who would not be eligible for the position anyway, because they were not Catholic.

There is a tension in defining a 'practising' Catholic and there is a wide range of expectations and no consensus about the degree of faith practice which would help to define this term.

The following quotes from respondents provide insights into this issue:

"I would not apply because there are excessive judgements about what makes a Catholic. There are too many watch dogs passing judgement on personal life and Catholic expression." (Male)

"I would not apply because of the watch-dog mentality of the Church on private life. My private life becomes too public and the expectation is that I be a practising Catholic." (Female)

"The reason I would not apply is because I am not a practising Catholic." (Male)

"Would not apply because – a) the practising Catholic mentality. Only practising Catholics are allowed to be principals etc. The same mentality for those allowed in a school. Is this justice and equality in the year of Jubilee?" (Male).

A number of respondents have also said that they are not Catholics, so therefore they do not have the opportunity to become a principal. Some have indicated dissatisfaction with this, particularly if they are practising in their own faith.

The following quote is typical of this response:

"I am a practising Christian, I'm Anglican, I am not Catholic. Because of this I tried to apply for an AP's position, but was told I would not be given an interview." (Female)

"I am not Catholic, therefore I would not even be considered, despite my ability." (Female)

Another respondent doubly emphasised the point:

"I am not a Catholic, I am not a Catholic and I am far too old." (Male)

Concerns with the Interview Process

Problems with the selection process were noted by many respondents, especially that the interview process was too demanding, intensive and rigorous (Table 10).

Table 10 - Interview Problems

Item	Description	Mean**	Standard Deviation
46	The position of principal is often "filled" prior to advertising	3.42	1.32
47	Interview processes are often too demanding, intensive and rigorous	3.08	1.24
48	The recruitment, training and induction processes are inadequate	3.24	1.20

** The mean scores are derived from the respondents' scores on a 5-point scale. Respondents were asked to rate each item in terms of its importance to them from 1 = "Not at All" to 5 = "Very Strongly".

The mean scores for each of the items making up the scale called 'Interview Problems' indicate a level of concern about the selection process that needs attention. This scale was ranked by respondents as fourth in the rating of the eight scales.

The qualitative analysis strongly supported these findings and also indicated strong perceptions of a flawed selection process. Over 13% of respondents wrote forcefully, and often emotionally, (some men but, mostly women), about the problem of 'jobs for the boys'

and an unfair and unjust process where the decision on some appointments appeared to have been made before the selection process began. Other references were made to the lack of 'a level playing field' in the selection process. These perceptions of a flawed process need to be taken seriously by those who are responsible for recruitment and selection for the principalship.

As an observation, selection interviews involve a great deal of personal investment and failure to be selected for whatever reason can result in a great deal of disappointment, hurt and 'scapegoating'. The open-ended responses reflect these issues to varying degrees.

"I wouldn't apply because of the Catholic club mentality, cronyism. To be a principal in a Catholic school, you must know the right people." (Male)

"During the late 80s and early 90s, I unsuccessfully applied for a deputy principal's job. After attending unsuccessfully over 20 interviews, I decided that whatever I was offering was of no value to employing bodies. I must add, I was vigorously supported in my application by my two principals at the time. To this day I remain puzzled as to how people who work with me can think highly of me, but those to whom I offered my services think so little." (Male)

"The three most important factors that would influence my decision not to apply are: a) I'm not ex-religious; b) I'm not into politics within the system and c) when it becomes more what you know, rather than who you know." (Male)

"I don't trust the hierarchy of the CEO regarding the picking of the right person or the best person for the job. There are many examples of jobs for the boys or jobs for the girls. I see this as expediency, I know I am cynical." (Male)

"I would apply if there were fairer and more equitable selection processes." (Female)

"The main reason that I wouldn't apply to be a principal is because of the non confidentiality of the interview process." (Female)

"It is an enormous stress to place oneself in, when often the position is already taken. It would also appear that often personality, not credibility in the job, wins the day." (Female)

"One of the factors that would influence my decision not to apply for a principalship is dissatisfaction with results of the process the last time I applied for a principal's position." (Female)

"Parish Priest's interviews can be gruelling when a male principal is what he wants." (Female)

Systemic Accountability

The Systemic Accountability scale contained a number of items with above average results (Table 11). Item 44 ('There is too much bureaucracy and red tape') was identified by respondents as being an important factor in their unwillingness to seek the principalship. It is interesting to note that this very issue was also highlighted in a recent report on the exodus of head teachers in England. David Hart, General Secretary of the National Association of Head Teachers in England stated that:

> *"This country can ill-afford a head teacher "brain drain" of this magnitude. Too much high class talent is being wasted and sacrificed on the altar of bureaucracy, red tape, inadequate funding and less than satisfactory pay levels. Government promised pressure and support for schools in equal measure. The pressure has been intense, the support has, so far, been conspicuous by its relative absence. Until the government's commitment has been translated into actual delivery, heads will continue to leave and senior staff will decide that the job of being a head is "not worth the candle"."* (*The Guardian*, Wed. September 20, 2000).

The items in Table 11 that are noteworthy are (1) 'Outside bodies have intruded excessively on educational decision making processes (Item 31)'; (2) 'The expectations of the Parish Priest are often unrealistic (Item 53)'; and (3) 'Too many significant decisions are made by bodies external to the school (Item 55)'.

Table 11 - Systemic Accountability

Item	Description	Mean**	Standard Deviation
21	There is not enough autonomy allowed in the role	2.78	1.11
30	Contractual arrangements for Principalships discourage application	2.91	1.12
31	Outside bodies have intruded excessively on educational decision making process	3.37	1.08
37	Principals are often over-scrutinised by governing bodies	3.26	1.04
44	There is too much bureaucracy and red tape	3.67	1.08
45	The 'watchdog mentality' prevalent in the Church is off-putting	3.23	1.24
52	Principals have to be accountable to too many 'bosses'	3.19	1.13
53	The expectations of the parish priest are often unrealistic	3.35	1.24
55	Too many significant decisions are made by bodies external to the school	3.30	1.08

** The mean scores are derived from the respondents' scores on a 5-point scale. Respondents were asked to rate each item in terms of its importance to them from 1 = "Not at All" to 5 = "Very Strongly"

Qualitative data from the open-ended responses support these findings:

"The expectations and criteria to be eligible to apply for a Principalship, whilst they need to be high, are unrealistic." (Female)

"You're expected to lead, but you are restrained by outside forces." (Male)

"Systemic principals do not have sufficient autonomy to be able to make tough decisions that will influence their schools." (Male)

"The CEO is fake, Catholic education is about imaging and pleasing the powers that be. Not about following Jesus authentically." (Male)

"I am not prepared to compromise my integrity and play the game to secure a principalship. A pre-occupation with developing a regime and being politically correct does not provide the best principals." (Male)

"References required from your Parish Priest – I prefer not to work in the forefront of the Church, but rather through agencies like St. Vincent de Paul and therefore the Parish Priest isn't always aware of my involvement." (Male)

"The expectations of the Parish Priest are often unrealistic." (Female)

"I would not like to move from independent to systemic Catholic sector, it's too constricting." (Female)

Lack of Expertise

A lack of expertise was identified as a factor that makes some respondents unwilling to apply for the principalship (Table 12).

Table 12 - Lack of Expertise

Item	Description	Mean**	Standard Deviation
13	Principals are expected to fulfil multiple roles	3.67	1.47
19	A principal needs to be an expert in the area of curriculum management	3.18	1.29
20	The education agenda is changing too quickly	3.25	1.18
22	Principals work in a field where everyone feels s/he is an expert	2.95	1.15
23	Principals are expected to be experts in technology	2.58	1.15
25	There is too much focus on training young people simply for the employment market	2.69	1.20

** The mean scores are derived from the respondents' scores on a 5-point scale. Respondents were asked to rate each item in terms of its importance to them from 1 = "Not at All" to 5 = "Very Strongly".

The fact that principals are expected to fulfil multiple roles was identified by respondents as a factor that would make them unwilling to seek the principalship (mean = 3.67). A second factor is that respondents feel that the education agenda is changing too quickly (mean = 3.25). In relation to this factor, the Reference Group felt that the lack of expertise was not in the area of education *per se*, but in the areas of management, such as coping with change and delegation.

The following quotes identify a lack of preparation and expertise as reasons for some respondents' unwillingness to seek the principalship:

"I would apply for a principalship if there were on-going training in administration and support structures for the position." (Male)

"Lack of training facilities for such a leadership position, training should be offered on an on-going, regular basis." (Female)

"I am over 50, the Pope at 80 is leading the Catholic Church, but my age in many eyes makes me too old to lead a school." (Female)

"One of the main reasons I wouldn't apply to be a Principal is because of the expectation of study and further education and the unreal demand of time and finances this expectation carries with it." (Female)

Gender Bias

In Table 6, with eight scales clustering responses on unwillingness to apply for the principalship, females ranked 'Gender Bias' as second (secondary respondents) and third (primary respondents). Issues of gender bias, are, therefore, a significant concern for female respondents. Males, however, rated 'Gender Bias' as eight out of the eight scales.

While the mean scores in Table 13 do not highlight the issue of gender bias, the indications from Table 6, together with the qualitative data from the open-ended responses, clearly establish the issue as one needing attention.

Table 13 - Gender Bias

Item	Description	Mean**	Standard Deviation
33	Women with children are disadvantaged in terms of career opportunities	2.84	1.39
39	Men are valued more than women as principals	2.86	1.53
42	Competent women are often overlooked as principals	2.85	1.48

** The mean scores are derived from the respondents' scores on a 5-point scale. Respondents were asked to rate each item in terms of its importance to them from 1 = "Not at All" to 5 = "Very Strongly".

The Reference Group found strong links between this scale and Scale 5 (Systemic Accountability). To encourage women to apply Scale 5 needs to be addressed.

As indicated earlier, there is a very strong, perception that many principalships are already decided before the process begins and that there is a 'jobs for the boys' culture in some dioceses. An analysis of the qualitative responses confirms this and highlights other concerns related to gender:

"I would not apply because the system and process is a 'job for the boys' mentality." (Female)

"In our diocese, in particular, it is very difficult to progress if you are young and female, regardless of your ability and merit." (Female)

"If there was an acceptance of more women in these roles, especially at boys schools, then I would apply." (Female)

"I wouldn't apply because I am a female with young children." (Female)

"Talented, hard-working women are consistently passed over by men who form very strong old boys' networks." (Female)

"A woman's age is considered, whereas a man's age is not." (Female)

"Being female, considering how few males enter teaching and that academic performance of males is usually lower, along with credentials being poorer – more men are in executive positions. This makes a huge statement." (Female)

"As a man teaching in the primary system, I believe that the job of principalship is a female dominated job." (Male)

Prefer Teaching with its Close Relationships

In the response to item 15 (the Role of Coordinator/AP already allows the exercise of adequate leadership), many respondents indicated that they were content in their current positions (Table 14). This finding was supported by the qualitative data.

Table 14 - Loss of Close Relationships

Item	Description	Mean**	Standard Deviation
15	The role of coordinator/AP already allows the exercise of adequate leadership	3.09	1.18
16	Principals have less close relationships with students and staff	2.92	1.27
17	The career path of a principal is a dead-end one	2.23	1.27
18	The loneliness of the job does not appeal to me	2.63	1.30

** The mean scores are derived from the respondents' scores on a 5-point scale. Respondents were asked to rate each item in terms of its importance to them from 1 = "Not at All" to 5 = "Very Strongly".

While the mean score for item 16 in Table 14 was only 2.92 (out of 5), the qualitative data in the open-ended responses strongly indicated the desire of many respondents to remain as a teacher (15% frequency response) and maintain close relationships with students and their teaching colleagues.

The following quotes typify the numerous responses to this issue:

"As well as there being a lack of autonomy for the principal to lead in education, it's more of an administration, managerial process. Thus there is less contact with the classroom." (Male)

"If the principal's job involved teaching in class on a regular basis, I would apply. However, I don't think you would do the students justice wearing both principal and teacher hats." (Female)

"I will never apply for a principalship. I want to teach children, not be an administrator." (Female)

"Relative isolation from students and other staff would influence me not to apply. You're the boss as a principal, not one of the guys." (Female)

ANALYSIS OF RESPONSES TO PERCEPTIONS INFLUENCING A PERSON TO APPLY

An analysis of the respondents' perceptions of what would influence a person to apply to become a principal of a Catholic school, identified two scales, namely:

(1) Internal rewards (2) External rewards.

Internal Rewards

The strength of the mean scores for all the items in Table 15 are worthy of note. The 'internal rewards' of the principalship are strong incentives in the willingness of respondents to apply for the principalship. Items 61 and 63, with mean scores of 4.30 and 4.04, respectively, indicate that respondents believe that 'making a difference in the lives of others' and 'making a difference to the enhancement of Catholic education' are powerful motivators for seeking the principalship.

Table 15 - Internal Rewards

Item	Description	Mean**	Standard Deviation
61	Principals have an opportunity to make a difference in the lives of others	4.30	.97
63	Principals have the opportunity to make a difference to Catholic education	4.04	1.05
64	Principals are able to witness Catholic Faith in a more real way	3.33	1.24
65	Principals have greater opportunities to practise their leadership skills	3.97	1.03
66	Principals have the opportunity for working more closely with students, staff and parents	3.54	1.14
67	Principals have a diversity of opportunities in their work	3.61	1.09
68	Principals experience more positive and professional challenges	3.43	1.07
69	A principal is able to make important contributions to community life in general	3.67	1.05
71	Principals can be effective change agents in schools	4.12	.96

** The mean scores are derived from the respondents' scores on a 5-point scale. Respondents were asked to rate each item in terms of its importance to them from 1 = "Not at All" to 5 = "Very Strongly".

The qualitative data from the open-ended responses strongly supported these findings (Table 16):

Table 16 – Ten Top Reasons to Motivate a Person to Seek a Principalship

REASONS TO APPLY To most frequently mentioned responses	**FREQUENCY RESPONSE %**
Making a difference to Catholic education	26.6
Provide leadership	20
Personal challenge	12
Faith commitment/desire to serve	9.6
Shape people/future (change agent)	9.3
Location of school	8.3
Salary	8.3
Shape educational outcomes/children	7
Money better	6.6
Help motivate staff	6

(N = 450)

Many respondents who were willing to apply for the principalship felt strongly that they wanted to contribute to the development of Catholic education (frequency response of 26.6%) and serve others because of their faith commitment (frequency response of 9.6%).

Other important motivators to apply for the principalship include:

1. The opportunity to provide leadership for Catholic schools (frequency response of 20%)
2. The personal challenge of the principalship includes an opportunity to be a change agent and shape and motivate people and futures (frequency response of 15.3% and mean score of 4.12 in Table 15); and shape children and educational outcomes (frequency response of 7%). It could be argued that all of the above motivators are intimately associated with being a leader in a Catholic school.

External Rewards

The mean scores and standard deviation for each of the items of the External Rewards Scale are presented in Table 17.

Table 17 - External Rewards

Item	Description	Mean**	Standard Deviation
62	The prestige offered by the role of principal is attractive	2.69	1.22
70	The salary packages offered to principals are very attractive	2.34	1.16
72	Successful experiences as principals can lead to other career possibilities	2.99	1.32
73	Principals have more power and autonomy	2.76	1.14
74	The principalship is a natural career progression	2.59	1.28
75	There is greater satisfaction in the job of the Principal	2.69	1.18

** The mean scores are derived from the respondents' scores on a 5-point scale. Respondents were asked to rate each item in terms of its importance to them from 1 = "Not at All" to 5 = "Very Strongly".

None of the items in Table 17 has a mean score of 3.0 or above. When we compare these scores with Table 15, it is clear that internal rewards (personal and professional factors) are much more potent as motivators for respondents to seek the principalship than external rewards. It is worthy of note that the mean score for the item entitled, 'salary packages offered to principals are very attractive', is only 2.34%. This finding seems to be at odds with the findings from item 38 in Table 8 ('Principals' salaries do not reflect the complexity of the task') with a mean score of 4.15.

It is also important to note that the qualitative data from the open-ended responses indicate that the salary or 'better money' is seen by a proportion of respondents (frequency response of 14.9%) as an attraction in their willingness to apply for the principalship. However, it is likely that the explanation for this seeming paradox can be explained in terms of the internal rewards being seen as more important than financial recompense for the job.

The much lower means for the items under 'External Rewards' suggest that policies and strategies to attract more people to apply for the principalship should focus more on the various dimensions of 'Internal Rewards' than on those of 'External Rewards'.

Part Four

REFLECTIONS

This research project over some 20 months has involved the Research Team in many activities related to seeking answers to the question of why more people are not applying for the principalship in Catholic schools in New South Wales. Such activities included meetings, workshops, interviews, consultations and the preparation and administration of the survey instrument and analysis of the findings.

At the direction of the Commission's Working Party, no recommendations have been developed by the Research Team from this research.

The Working Party of the Commission indicated to the Research Team that their expectations were that the Research Team should present 'the facts of the matter' - the findings without recommendations. Any recommendations were to be left to the Commission and the dioceses, following the receipt of the analysis of the data from the survey.

However, from the many discussions and consultations, the Research Team offers a number of reflections on the issues discussed in this Report for consideration by the Commission.

1. Changing Nature of Catholic School Culture: Implications for the Principalship

The historical model of the Catholic school principalship, up until the mid-1960s and the conclusion of the Second Vatican Council, was based on the assumption that the principal would be a member of a religious congregation where the religious orthodoxy and faith practices of the principal were guaranteed by the congregation. In general, the lives of the religious members were regulated by the norms of the congregation and the school principal lived in a community whose apostolic focus was the school and its associated activities.

Since then, the situation has gradually changed from one of religious to lay leadership and a situation where nearly all principals are members of the laity. This situation represents a significant change of cultures with lay principals having a domestic and community life beyond the confines of the school. Family and parenting commitments make demands on their time and resources and it is unreasonable to expect the same level of involvement as in the time when religious were responsible for the school.

At the time when the numbers of religious began to decline in the mid 1960s, principals' vacancies began to be filled by lay persons. Because no organised principals' development scheme was in place at that time, the usual situation was that the position of principal was filled by a person who had previously been a principal in a government school and was a Catholic, or by a former religious with extensive school experience. As a stopgap measure, it worked well and many fine persons were recruited into the Catholic education service at that time.

As the years progressed and the Catholic Education Offices developed their own leadership preparation programs, a distinctive model of leadership for Catholic schools has emerged.

Based on the Church documents on Catholic education developed since the Vatican Council, no longer was it a matter for the person to be a principal AND a Catholic, rather what was evolving was a new style of leadership for the Catholic school – the *Catholic School Principal.* This has led to a better understanding of the type of leadership required for these schools – something 'more than' and something 'different from' just being a principal of a school.

However, there remains with some groups in the Catholic school community, expectations and demands more appropriate for a religious than a lay principal. In consultations with a variety of stakeholders, with the Reference Group and from the research findings, these expectations and scrutiny surfaced as a strong perception of why persons were not applying for the principalship.

This topic requires ongoing exploration and research investigation to inform policy.

2. Paradox

Statistical data on the Scale 'Internal Rewards' (Table 15) indicate that respondents perceive that the opportunity to make a difference in Catholic education is an important motivator in their willingness to apply for the principalship. The qualitative data in the responses to the open-ended questions support this finding.

However, responses to items 50, 54, 57, 59 in Table 9, indicated that the 'Catholic' nature of the principalship is perceived by many respondents as a reason not to apply for the position. The scale 'Explicit Religious Identity' of the principalship (Table 9) is also ranked by respondents third in the ranking of importance of the eight scales of why they would be unwilling to apply for the principalship.

The professional dimension of wishing to make a difference in the lives of others, and in Catholic education, seems to be tempered in the perceptions of a number of respondents by their personal perceptions of the expectation that they be an example of faith commitment and 'Catholic practice'.

This paradox needs to be explained further by more indepth study through interviews.

3. Shared leadership

The results of the research showed that 56% of respondents have dependent children and it is interesting to note that the most highly rated scale seen as an inhibitor to applying for a principalship was that of personal and family impact. The second highest ranked scale seen as an inhibitor was that of an unsupportive external environment. This scale included items dealing with such dimensions of the roles as child abuse, litigation and critical parents. An implication that can be drawn from these findings is that there is a need for more shared leadership in the Catholic school. It would appear the job of being principal in today's society has grown beyond what one person can do.

This suggests there should be a review of the role of the principal to identify areas that can be appropriately delegated to assistant principals and coordinators, so that shared leadership can function effectively. For the role to become more realistic in terms of demands made on the principal, there would need to be the development of skills relating to delegation and the

upskilling of managerial skills in those below the level of principal. Hand in hand with this development, there would need to be a re-education of the school community so the expectations of parents change in line with the concept of shared leadership.

4. Increasing the Size of the Pool of Potential Applicants

From the research data, there was evidence that the percentage of assistant principals who would be seeking the principalship at some stage was a substantial figure compared to the number of respondents overall who would be unwilling to do so. On the other hand, one written comment was that the number of 'unwilling' RECs and coordinators was below the 'population average' and, as a methodological device, it would be useful to focus attention on developing this larger pool of potential applicants where even a small percentage gain could give rise to a significant increase in applications for the principalship.

It is suggested that the dioceses and congregations should engage in dialogue at greater depth with this group of coordinators to get at the root causes of their discontent, since more than 65% were unwilling to apply to become a principal. (We do not know the percentage of coordinators who are not Catholic). From this could emerge a process to encourage them to apply, and better prepare them, for higher leadership positions.

5. Being a Teacher

It came through very strongly in the responses to the open-ended questions that a number of people were very content in their current roles, which included being a classroom teacher. The research conducted in the United Kingdom by James and Whiting (1998), supports this finding. A real concern of the respondents was that if they become a principal, then they would lose the close relationship with children and colleagues. Obviously, many of the respondents are seeking a career within teaching and will not be willing to apply for the principalship.

6. Salaries of Principals

In the responses to the items in the survey, to the open-ended questions, and in the consultation with the Reference Group, dissatisfaction with salary of the principal rated

strongly as a deterrent to persons applying for the principalship. Perceptions ranged from the lack of sufficient differential between positions of responsibility and the salary being based on the size of the school rather than the level of responsibility, to a lower salary compared to similar positions of responsibility in industry or commerce where the management of human and material resources was seen to be equivalent but not as highly recompensed.

This is a system-wide problem and needs to be addressed at that level. There is already a difference between the salary of principals in congregational and systemic schools.

7. Selection Process

The degree to which selection processes were perceived to be too complex and intrusive and/or flawed in some dioceses needs to be further explored. These perceptions need to be taken seriously and all selection processes should be analysed and evaluated based on the criticisms identified in this report. Such processes must not alone be fair but be seen to be fair. The intensity and number of these criticisms should not be ignored by those who are responsible for these selection processes.

8. Gender Bias

The gender bias identified in Table 13 applies to the principalship. While the females ranked the gender issue as overall third in the list of eight reasons as to why they would not seek a principalship, the males ranked it last. Females see themselves as disadvantaged because of their gender, and, often because of their role as a mother. The women see the men disproportionately gaining the 'top jobs'. Prompted by the responses of the participants, an important question that should be voiced is, *'Why do men NOT think that there is a gender bias?".*

Female respondents feel that despite the fact that, particularly at the primary level, there is a high proportion of women teachers, this is not reflected in a corresponding proportion of women in principals' positions.

The general trends show that men do face a *gender bias* in the teaching profession. Simply by being male they are historically more exposed to sexual abuse litigation.

Media reports during this year have indicated that fewer men are entering the teaching profession and the impact of this will also be felt most in the primary schools of the future.

9. Too Much Red Tape and Bureaucracy

This concern was expressed as a reason for not applying for the principalship (Table 11, item 44, mean score 3.67). There is a need to heed the warning of David Hart, General Secretary of the National Association of Head Teachers in England (quoted earlier) that "too much high class talent is being wasted and sacrificed on the altar of bureaucracy [and] red tape..."

The Research Team merely wishes to raise the issue for evaluation by each diocese as to the degree to which this could be perceived as a problem for people applying for the principalship.

10. Internal vs External Rewards

The findings clearly indicate the respondents rate 'internal rewards' as strong motivators in their decision to apply for the principalship. The personal and professional challenges of the job, the opportunities to influence and help shape others (staff, students), the desire to make a difference in Catholic education are all 'internal rewards' that appeal to respondents.

It would seem desirable to focus on internal rewards more than on external rewards when developing policies and strategies to encourage more people to apply for the principalship.

However, the salary of the principal is an external reward that has been highlighted in this research as an area of concern for many respondents. There seems to be some ambiguity, even contradiction, related to the salary issue, which could be better clarified through more indepth research.

Part Five

CONCLUSION

The study concerned the issue of why more persons are not applying for the principal position in New South Wales Catholic schools.

From the outset, the literature indicated that the study was an important one and touched on a developing worldwide reality in provision of future leaders, not only in education.

Since this project commenced in mid 1999, there has been a continuous flow of reports mainly from overseas referring to an impending shortage of school principals citing stress, overwork and salary levels as the main deterrents to persons seeking principalship.

A similar situation is developing in Australia and is of concern to Catholic schools in New South Wales. In addition to the normal administrative and leadership qualities required of a principal, in any school system those who decide on a career path in a Catholic school have the additional challenge of leading a faith-based school community in which their personal lives, faith-commitment and religious practices are placed under scrutiny by Church authorities as well as by the Catholic education system, the students and their parents. These additional expectations can be seen to be a deterrent to persons applying to become principals.

The respondents in this study came from all types of Catholic schools, primary and secondary, systemic and Congregational and in all locations in the State. They represented a good cross-section of those persons holding positions of responsibility and available to apply for a principal position at some stage in their careers.

Obviously, not everyone would want to apply to become a principal because their professional needs are being satisfied in their current positions of responsibility in the school. This situation is confirmed by other research projects examining the career aspirations of assistant principals in other school systems.

Those persons who responded to the survey identified whether they would be interested in applying for a principalship at some stage, whether it was unlikely that they ever would, or whether, given the right circumstances and opportunities, they might apply.

It is anticipated that findings from the study will provide input to policy and strategy development to encourage more eligible persons to apply for the principalship in Catholic schools in New South Wales.

APPRECIATION

The research for this Project has been supported by grants from the Catholic Education Commission New South Wales; by an ACU Industry Research Initiatives Scheme Award (ACU-IRIS) from the Office of Research (G9052); by a Research Initiatives Grant from the Faculty of Education (G9046); and by a Research Infrastructure Grant (G0125).

The project greatly benefited from the background and long experience in education of Dr Jack Dwyer and Kim-Maree Goodwin who were research associates during the project.

Dr Jeffrey Dorman from the Institute for the Advancement of Research at ACU was the statistical consultant to the Research Team and made a significant contribution to the success of the project by his careful analysis and wise advice when carrying out the statistical procedures relating to the data.

Catholic Education Commission of South Australia assisted in the Pilot Project and we appreciated the contributions of teachers and colleagues from that State who participated in the trialing of the Draft Survey instrument.

The Catholic Education Office, Sydney provided statistical information, comment and support.

Harbour Data Document Imaging Services Pty Ltd., and the General Manager Mr Steve Teoh helped with the design of the survey instrument and its coding.

Special thanks to the Commission Working Party:

Dr. Anne Benjamin
Br. Kelvin Canavan
Ms Helene Hemphill
Ms Sophie Ryan
Ms Jean Smith

Mrs Kathy Bond and Mrs Linda Van Der Klooster carefully produced the drafts and the final report format.

The Catholic Education Commission New South Wales encouraged the Research Team throughout the Project and we valued and appreciated the advice and input of the Working Party, the support of the staff of the Commission and the ongoing interest of the Executive Director, Dr Brian Croke.

Finally, our thanks and appreciation to the Assistant Principals, RE Coordinators and Coordinators who completed the survey and provided the data on which we could base this report.

APPENDICES

A. Survey Instrument

B. Definitions

C. Tables

D. References

E. Notes on Statistical Analyses

F. Bibliography from Phase One

AUSTRALIAN CATHOLIC UNIVERSITY

Leadership Succession Survey

Why Are More Persons Not Applying For Principal Positions In Catholic Schools In NSW?

Dear Colleague,

The high quality of the leadership has been one of the most significant features of Catholic schools in Australia. This present project is seeking to find out the factors, which (1) might encourage, or (2) might discourage, or (3) even prevent a person from applying for a Principal's position in a Catholic school in New South Wales. The project is being conducted on behalf of the Catholic Education Commission New South Wales and the questionaires are being sent to all Assistant Principals, Co-ordinators and RE Co-ordinators in this State. We are inviting you to contribute to this important project.

Thankyou for taking time to complete this questionnaire. It should take no more than 15-20 minutes of your time. All answers are anonymous. Only ACU staff will see the completed questionnaires and only aggregated data and statistics will be used in writing up the results of the study.

You are encouraged to provide frank and honest answers to all questions and your insights and observations in the open-ended questions at the conclusion of the questionnaire will be appreciated. If you have any queries about this survey, please call Tony d'Arbon (02.9739.2187). Please complete and return this questionnaire in the reply paid envelope provided by Friday 30th June, 2000

INSTRUCTIONS

• Use a blue/black biro • Make no stray marks • Erase mistakes fully Please mark like this ⬭●⬭⬭ NOT like this ⊘⊗⊖⬭

Please fill in the box that most applies to you or how you feel.

FOR EXAMPLE:

ITEM What is the importance to you of the following statements	IMPORTANCE TO YOU Not at All 1 2 3 4 5 Very Strongly
1. Lesson plans are essential for effective teaching	○ ○ ● ○ ○
2. R.E. training is esential for effective teaching	○ ○ ○ ● ○

DEMOGRAPHIC DATA

1. In which diocese do you work?
   ○ Armidale ○ Bathurst ○ Broken Bay ○ Canberra & Goulburn ○ Lismore
   ○ Maitland/Newcastle ○ Parramatta ○ Sydney ○ Wagga Wagga ○ Wilcannia/Forbes ○ Wollongong
2. Which of the following best describes your geographical location?
   ○ Metropolitan ○ Regional ○ Rural ○ Remote
3. In which type of School do you work?
   ○ Primary ○ Secondary ○ Central School ○ Special School
4. Which school system/organization do you work in?
   ○ Diocesan /Systemic ○ Independent/Congregational
5. What position do you currently hold?
   ○ Assistant Principal ○ R.E Co-ordinator ○ Co-ordinator
6. How long have you held this position?
   ○ 1 year or less ○ 2 – 3 years ○ 4 – 5 years ○ 6 -10 years ○ 10 years or longer

7. What is the highest qualification you hold?

○ Diploma of Teaching ○ Degree ○ Post Grad Cert ○ Post Grad Dip
○ Master's ○ Doctorate ○ Other

8. Your gender

○ Female ○ Male

9. Personal Status

○ Married ○ Previously Married ○ Single ○ Religious Order ○ Other

10. Family Status

○ Dependent Children ○ No Children ○ Non-Dependent Children ○ Not Applicable

11. Your Age

○ 30 years or less ○ 31 – 35 years ○ 36 – 40 years ○ 41 – 45 years
○ 46 – 50 years ○ 51 – 55 years ○ 56 years or more

12. Career Aspirations

[Please mark the statement that best describes your career aspirations]

○ a. I have applied for a principalship in the past but will not do so in the future.
○ b. I have never applied for a principalship and do not envisage doing so in the future.
○ c. I have applied for a principalship in the past, but am unsure if I will apply again.
○ d. I have not yet applied for a principalship, but do envisage doing so in the future.
○ e. I am actively seeking a principalship.
○ f. I would only apply for a principalship if it was in a suitable location for me.

The following is a list of perceptions about the role of the Principal. If you were to decide whether or not to apply for a Principalship, how strongly would the following perceptions influence you NOT to apply?

ITEM	IMPORTANCE TO YOU				
What is the importance to you of the following statements	Not at All				Very Strongly
	1	2	3	4	5
13. Principals are expected to fulfil multiple roles	○	○	○	○	○
14. The time pressures are too stressful	○	○	○	○	○
15. The role of co-ordinator/assistant principal already allows the exercise of adequate leadership	○	○	○	○	○
16. Principals have less close relationships with students and staff	○	○	○	○	○
17. The career path of a principal is a dead-end one	○	○	○	○	○
18. The loneliness of the job does not appeal to me	○	○	○	○	○
19. A principal needs to be an expert in the area of curriculum management	○	○	○	○	○
20. The education agenda is changing too quickly	○	○	○	○	○
21. There is not enough autonomy allowed in the role	○	○	○	○	○
22. Principals work in a field where everyone feels s/he is an expert	○	○	○	○	○
23. Principals are expected to be experts in technology	○	○	○	○	○
24. The media over-scrutinises teachers, schools and the education process	○	○	○	○	○
25. There is too much focus on training young people simply for the employment market	○	○	○	○	○

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ITEM	IMPORTANCE TO YOU				
What is the importance to you of the following statements	Not at All				Very Strongly
	1	2	3	4	5
26. Principals are increasingly expected to be social workers	○	○	○	○	○
27. The education profession is held in low esteem by the community	○	○	○	○	○
28. Schools are experiencing a decrease in parental support and co-operation	○	○	○	○	○
29. Principals are increasingly exposed to litigation	○	○	○	○	○
30. Contractual arrangements for principalships discourage application	○	○	○	○	○
31. Outside bodies have intruded excessively on educational decision making processes	○	○	○	○	○
32. There is an increase in accusations of child abuse	○	○	○	○	○
33. Women with children are disadvantaged in terms of career opportunities	○	○	○	○	○
34. There is an increase in violence in schools	○	○	○	○	○
35. The indigenous enrolment of a school would discourage application for a principalship	○	○	○	○	○
36. Principals have to deal with parents who are more critical and confrontational	○	○	○	○	○
37. Principals are often over-scrutinised by governing bodies	○	○	○	○	○
38. Principals' salaries do not reflect the complexity of the task	○	○	○	○	○
39. Men are valued more than women as principals	○	○	○	○	○
40. The role intrudes too much on personal and family life	○	○	○	○	○
41. There is too much responsibility involved in the role of principal	○	○	○	○	○
42. Competent women are often overlooked as principals	○	○	○	○	○
43. Relocating to take up a principalship is too disruptive to family life	○	○	○	○	○
44. There is too much bureaucracy and red tape	○	○	○	○	○
45. The 'watchdog mentality' prevalent in the Church is off-putting	○	○	○	○	○
46. The position of principal is often "filled" prior to advertising	○	○	○	○	○
47. Interview processes are often too demanding, intensive, and rigorous	○	○	○	○	○
48. The recruitment, training and induction processes are inadequate	○	○	○	○	○
49. Resources to manage a school effectively are inadequate	○	○	○	○	○
50. The principal is expected to be a 'practising' Catholic	○	○	○	○	○
51. There is little opportunity for job rotation in order to gain experience	○	○	○	○	○
52. Principals have to be accountable to too many 'bosses'	○	○	○	○	○
53. The expectations of the parish priest are often unrealistic	○	○	○	○	○
54. There is an expectation for a principal to lead the faith community of the school	○	○	○	○	○
55. Too many significant decisions are made by bodies external to the school	○	○	○	○	○
56. The role of principal is now more managerial than educational	○	○	○	○	○
57. Principals are seen as the articulators and guardians of moral standards	○	○	○	○	○
58. The private life of a principal is very public	○	○	○	○	○
59. The Catholic identity of the school is becoming more difficult to sustain	○	○	○	○	○
60. Moving to a new location means suitable employment also has to be found for the spouse	○	○	○	○	○

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How strongly would the following perceptions influence you TO apply to become a Principal in a Catholic School?

ITEM What is the importance to you of the following statements	IMPORTANCE TO YOU Not at All 1	2	3	4	Very Strongly 5
61. Principals have an opportunity to make a difference in the lives of others	○	○	○	○	○
62. The prestige offered by the role of principal is attractive	○	○	○	○	○
63. Principals have the opportunity to make a difference to Catholic education	○	○	○	○	○
64. Principals are able to witness Catholic Faith in a more real way	○	○	○	○	○
65. Principals have greater opportunities to practise their leadership skills	○	○	○	○	○
66. Principals have the opportunity for working more closely with students, staff and parents	○	○	○	○	○
67. Principals have a diversity of opportunities in their work	○	○	○	○	○
68. Principals experience more positive and professional challenges	○	○	○	○	○
69. A principal is able to make important contributions to community life in general	○	○	○	○	○
70. The salary packages offered to principals are very attractive	○	○	○	○	○
71. Principals can be effective change agents in schools	○	○	○	○	○
72. Successful experiences as principals can lead to other career possibilities	○	○	○	○	○
73. Principals have more power and autonomy	○	○	○	○	○
74. The principalship is a natural career progression	○	○	○	○	○
75. There is greater satisfaction in the job of the Principal	○	○	○	○	○

*Finally, we would greatly appreciate it if you would provide us with **YOUR THREE** most important reasons for why you **WOULD NOT** apply or **WOULD APPLY** for a Principalship in a Catholic School.*

76. THE THREE MOST IMPORTANT FACTORS THAT WOULD INFLUENCE MY DECISION NOT TO APPLY FOR A PRINCIPALSHIP IN A CATHOLIC SCHOOL: [please specify]

a) _____

_____

b) _____

_____

c) _____

_____

77. THE THREE MOST IMPORTANT FACTORS THAT WOULD INFLUENCE MY DECISION TO APPLY FOR A PRINCIPALSHIP IN A CATHOLIC SCHOOL: [please specify]

a) _____

_____

b) _____

_____

c) _____

_____

Thank you for taking the time to complete this questionnaire.

Please return in the pre-paid envelope provided.

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DEFINITIONS

Throughout the report the following terms were used:

Systemic school is one which is administered and funded by the Diocesan Education Office.

Congregational school is one which is owned and administered by a religious Congregation, and is supported and funded by the religious Congregation and operates independently of the local Diocesan Education Office.

Central School is a small country regional school and operates K-10 and is usually a systemic school.

Special school is so designated for special purposes such as – hearing impaired, visually impaired and is usually operated as a Congregational School.

Assistant Principal shares with the Principal responsibility for providing quality Catholic education for students in their care. In carrying out this role the Assistant Principal exercises authority delegated to him/her by the Executive Director through the Principal. (In the literature, there are many titles, such as Deputy Principal acting in the equivalent position of Assistant Principal in a Catholic school in New South Wales. For simplicity and to avoid confusion, the title of Assistant Principal is used on most occasions in this report).

Coordinator means a teacher with the responsibility for major school programs or initiatives. Such programs may involve the whole school community including staff, students, parents, clergy and the wider school community. A teacher with the status of Coordinator might be responsible for the overall staff development program, including teacher supervision, or for the overall co-ordination of curriculum development, implementation and evaluation in the school. (There are three levels of Coordinator, each level corresponding to the size and complexity of a particular school).

Religious Education Coordinator (REC) shares with the Principal responsibility for providing a quality Religious Education program. The Religious Education Coordinator is a member of the school executive and is directly responsible to the Principal in carrying out her/her duties.

APPENDIX C

TABLES

Table A1 – Respondents by Diocese with Congregational schools listed as a separate group

Table A2 - Respondents by school location and school type

Table A3 – Respondents by gender and school type

Table A4 – Respondents by school system

Table A5 –Respondents by position of responsibility and school type

Table A6 – Personal status of the respondents by school & gender

Table A7 - Family status of the respondents by school and gender

Table A8 – Age groupings of the respondents by school and gender

Table A9 – Position of respondents by age

Table A10 – Highest qualification of respondents by position and gender

Table A11 – Highest qualification of respondents by age and gender

Table A12 - Percentages of all 'unwilling' respondents by Diocese

Table A13 - Career aspirations of all respondents by position and responsibility

Table A14 - Career aspirations of all respondents by gender

Table A15 – 'Unwilling' respondents age and gender

Table A16 – Career aspirations of Assistant Principals by school type

Table A17 – 'Unwilling' Assistant Principals, by gender and school type

Table A18 – Personal status of 'unwilling' Assistant Principals

Table A19 - Career Aspirations Assistant Principals by age and gender

Table A20 – Scales of perceptions of reasons not to apply

Table A21 – Scales of Perceptions of Reasons to Apply

TABLES

Table A1 – All Respondents by Diocese with Congregational schools listed as a separate group:

Diocese	No of Respondents	Percent	AP's	REC's	Co-ordinators	Un-answered
Armidale	20	2.0	6	3	6	5
Bathurst	21	2.1	5	6	8	2
Broken Bay	44	4.3	14	18	12	-
Canberra & Goulburn	66	6.4	29	17	17	3
Lismore	75	7.3	17	12	46	-
Maitland/Newcastle	99	9.7	35	24	40	-
Parramatta	120	11.7	34	23	60	3
Sydney	389	38.0	93	70	220	6
Wagga Wagga	15	1.5	6	4	4	1
Wilcannia/Forbes	7	0.7	2	4	0	1
Wollongong	48	4.7	16	12	20	-
Congregational	117	11.7	40	15	62	3
TOTAL	1024	100.0	297	228	495	24

- Percentages in the tables in this report have been calculated on the number of valid responses to the particular items in the questionnaire
- Percentage values are subject to rounding.
- The overall response rate was approximately 30 percent and varied slightly from Diocese to Diocese. These returns are sufficient to provide a group size on which to base any reliable conclusions.
- In each of the tables not all the respondents answered all questions. The number of non-responses was usually very low and as a result the numbers in all tables do not always add up to 1024, the total of questionnaires returned.

Table A2 - Respondents by school location and school type.

Location of Respondents	Frequency	Percent	Primary	Secondary
Metropolitan	652	63.7	296	350
Regional	212	20.7	116	95
Rural	145	14.2	85	44
Remote	3	0.3	3	-
Total*	1012	98.8		

**See notes Table A1*

Table A3 – Respondents by gender and school type:

School Type	Frequency	Percent	Gender	
Primary	510	49.8	F M	383 124
Secondary	494	48.2	F M	211 282
Central	16	1.6	F M	9 7
Special	3	0.3	F M	3 0
Total*	1023	99.9		

**See notes Table A1*

Table A4 – Respondents by school system:

School/System	Frequency	Percent
Diocesan/Systemic	897	87.6
Independent/Congregational	120	11.7
Total*	1017	

**See notes Table A1.*

Table A5 –Respondents by position of responsibility and school type:

Position of Respondents	Frequency	Percent	Primary	Secondary
Assistant Principal	297	29.0	178	119
REC	208	20.3	143	65
Co-ordinator	495	48.3	273	219
Total*	1000			

**See notes Table A1*

Table A6 – Personal status of the respondents by school & gender:

Personal Status		Frequency	Percent	Primary	Secondary	Central	Special
Married	F	737	72.0	255	131	5	2
	M			102	233	4	-
Previously	F	69	6.7	26	27	-	-
Married	M			6	8	-	-
Single	F	187	18.3	91	42	-	-
	M			14	33	-	-
Religious	F	13	1.3	4	2	-	-
Order	M			1	6	-	-
Other	F	11	1.1	2	7	-	-
	M			0	1	1	-
Total		1017	99.3				

Table A7 - Family status of the respondents by school and gender:

Valid		Frequency	Percent	Primary	Secondary	Central	Special
Dependent	F	573	56.0	163	103	3	-
Children	M			98	200	3	-
No of	F	224	21.9	122	56	3	-
Children	M			12	29	2	-
Non-depen	F	140	13.7	67	36	1	2
Children	M			2	30	1	-
Not	F	77	7.5	27	14	2	1
Applicable	M			9	23	1	-
Total		1014					

Table A8 – Age groupings of the respondents by school and gender:

Age		Frequency	Percent	Primary	Secondary	Central	Special
30 years or less	F	68	6.6	37	11	1	-
	M			9	10	-	-
31-35 years	F	151	14.7	51	29	3	-
	M			29	37	1	-
41-45 years	F	202	19.7	62	32	2	1
	M			40	63	2	-
46-50 years	F	253	24.7	64	44	-	1
	M			25	84	2	-
51-55 years	F	175	17.1	52	35	1	1
	M			15	48	2	-
56 years or more	F	49	4.8	21	14	1	-
	M			1	12	-	-
Total		1019	99.5				

Table A9 – Position of respondents by Age:

Position		30yrs or less	31-35	36-40	41-45	46-50	51-55	55 +	Total
Assistant Principal	F	3	13	28	55	31	26	16	296
	M	-	18	43	33	16	12	2	
REC	F	19	12	23	31	30	21	7	208
	M	3	19	14	18	9	1	1	
Co-Ordinator	F	25	50	44	54	47	40	11	492
	M	16	35	46	56	38	19	8	

Table A10 – Highest qualification of respondents by position and gender:

Qualification		Assistant Principal	REC	Co-ordinator	Total
Diploma	F	11	21	28	78
	M	2	2	14	
Degree	F	59	48	126	371
	M	28	15	94	
Post Graduate Certificate	F	5	9	12	36
	M	3	-	7	
Post Graduate Diploma	F	36	28	48	182
	M	12	15	42	
Master	F	65	36	57	324
	M	73	33	59	
Doctor	F	-	-	2	5
	M	1	-	2	
Other	F	1	1	1	3
	M				

Table A11 – Highest qualification of respondents by age and gender:

Qualification		30 yrs or less	31-35 yrs	36-40 yrs	41-45 yrs	46-50 yrs	51-55 yrs	56 + yrs	Total
Diploma	F	2	4	7	12	19	13	5	81
	M	1	1	4	5	5	-	3	
Degree	F	35	47	45	47	31	26	6	378
	M	11	29	38	36	14	8	4	
Post Graduate Certificate	F	1	2	3	6	5	7	3	37
	M	-	2	1	5	-	-	-	
Post Graduate Diploma	F	4	8	13	35	23	15	11	180
	M	1	12	16	18	16	7	-	
Master	F	11	45	72	88	58	41	15	330
	M								
Doctor	F	-	-	-	-	1	1	1	6
	M					3	-	-	
Other	F	-	1	-	-	-	1	1	5
	M		-	1	1		-	-	

Table A12 - Percentages of all 'unwilling' respondents by Diocese:

Diocese	Percentage
Armidale	55.0%
Bathurst	52.3%
Broken Bay	50.0%
Canberra-Goulburn	36.9%
Lismore	50.7%
Maitland-Newcastle	57.4%
Parramatta	43.7%
Sydney	57.8%
Wagga Wagga	42.9%
Wollongong	59.6%
Wilcannia-Forbes	0.0%
Congregational	54.2%
GROUP MEAN	**52.9%**

Table A13 - Career aspirations of all respondents by position of responsibility:

	Unwilling	Willing	Unsure	Total
AP	90 (30.6%)	133 (45.2%)	71 (24.2%)	294 (100%)
REC	112 (54.6%)	55 (26.9%)	38 (18.5%)	205 (100%)
Co-ordinator	320 (65.4%)	116 (23.7%)	53 (10.9%)	489 (100%)

Table A14 - Career aspirations of all respondents by gender:

		Unwilling	Willing	Unsure
AP	F	74 (41.8%)	61 (34.4%)	42 (23.7%)
	M	16 (13.7%)	72 (61.5%)	29 (24.8%)
REC	F	89 (63.6%)	28 (20%)	23 (16.4%)
	M	23 (35.3%)	27 (41.5%)	15 (23.0%)
Co-ordinator	F	185 (68.5%)	55 (20.4%)	30 (11.1%)
	M	133 (61.6%)	60 (27.8%)	23 (10.7%)

Table A15 – 'Unwilling' respondents by age and gender:

	30 yrs or less	31-35	36-40	41-45	46-50	51-55	56 +	Total
Female	2	7	11	26	9	6	-	61
Male	-	11	34	15	7	5	-	72

Table A16 – Career aspirations of Assistant Principals by school type:

School Type	*Assistant Principals*	*Unwilling*	*Willing*	*Unsure*
Primary	189	68 (36%)	80 (42%)	41 (22%)
Secondary	96	19 (20%)	42 (44%)	35 (36%)
TOTAL	285	87	102	76

Table A17 – 'Unwilling' Assistant Principals, by gender and school type:

Unwilling Assistant Principals	Primary	Secondary	Total Population
Male	8	7	178
Female	60	12	118

Table A18 – Personal status of 'unwilling' Assistant Principals:

Unwilling Assistant Principals	Primary	Secondary	Total
Married	49	10	218
Previously married	8	1	25
Single	10	7	43
Religious Order	1	1	5

Table A19 - Career Aspirations Assistant Principals by age and gender

Assistant Principals		30 yrs or Less	31-35 yrs	36-40 yrs	41-45 yrs	46-50 yrs	51-55 yrs	56 yrs or more
Unwilling	F	0	9	9	19	10	13	14
	M	0	2	4	4	4	1	1
Willing	F	2	7	11	26	9	6	0
	M	0	11	34	15	7	5	0
Unsure	F	1	1	8	10	12	7	2
	M	0	0	5	13	5	6	0

Table A20 – Scales of perceptions of reasons not to apply:

Scale Name	Instrument Items	Sample Item
1) Personal and Family Impact	14, 40, 41, 43, 60	The time pressures are too stressful.
2) Unsupportive External Environment	28, 29, 32, 27, 36 34, 24, 26, 38	Schools are experiencing a decrease in parental support and cooperation.
3) Explicit Religious Identity	50, 54, 57, 59	There is an expectation for a Principal to lead the faith community of the school.
4) Interview Problems	46, 47, 48	The position of principal is often 'filled' prior to advertising
5) Systemic accountability	55, 52, 44, 45, 21 31, 37, 30, 53	Principals have to be accountable to too many external 'bosses'.
6) Lack of Expertise	13, 19, 20, 22, 23, 25	The education agenda is changing too quickly.
7) Gender Bias	33, 39, 42	Men are valued more than women as Principals.
8) Loss of Close Relationships	15, 16, 17, 18	Principals have less close relationships with students and staff.

Not all items were included in the scales and there were several questions that did not appear (eg. 35,50)

Table A22 – Scales of Perceptions of Reasons to Apply:

Scale Name	Instrument Items	Sample Item
9) Internal Rewards	61, 63, 64, 65, 66 67, 68, 69, 71	Principals have the opportunity to make a
10) External Rewards	62, 70, 72, 73, 74, 75	The salary packages offered to principals are very attractive

APPENDIX D

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NOTES ON STATISTICAL ANALYSES

By Dr Jeffrey Dorman

The purpose of these notes is to provide information that will facilitate interpretation of the various analyses reported here. All statistical analyses have been conducted with Statistical Package for Social Sciences (SPSS version 9.0 for Windows)

The data file consisted of 1024 cases from 11 dioceses. In accordance with instructions from the Project Team, the Congregational schools were regrouped as a special "Congregational diocese" and analysed as a diocese. Accordingly, individual printouts for each diocese do not include Congregational schools in that diocese.

From factor and scale reliability analyses (not included in this report), most (but not all) of the items were grouped into ten distinct scales which assess an attribute. Scales names attempt to reflect the items in that scale. Scale scores for a respondent were calculated by simply adding that person's score for each item in the scale. These scales were used in the GLM, ONEWAY and ANOVA procedures explained at the end of this paper. The ten scales, items and an example are shown in this table:

Scale name	Instrument Items	Sample Item
Personal and Family Impact	v14 + v40 + v41 + v43 + v60	The time pressures are too stressful.
Unsupportive External Environment	v28 + v29 + v32 + v27 + v36 v34 + v24 + v26 + v38	Schools are experiencing a decrease in parental support and cooperation.
Explicit Religious Identity	v50 + v54 + v57 + v59	There is an expectation for a principal to lead the faith community of the school.
Interview Problems	v46 + v47 + v48	The position of principal is often 'filled' prior to advertising.
Systemic Accountability	v55 + v52 + v44 + v45 + v21 + v31 + v37 + v30 + v53	Principals have to be accountable to too many external 'bosses'.
Lack of Expertise	v13 + v19 + v20 + v22 + v23 + v25	The education agenda is changing too quickly.
Gender Bias	v33 + v39 + v42	Men are valued more than women as principals.
Loss of Close Relationships	v15 + v16 + v17 + v18	Principals have less close relationships with students & staff.
Internal Rewards	v61 + v63 + v64 + v65 + v66 + v67 + v68 + v69 + v71	Principals have the opportunity to make a difference in the lives of others.
External Rewards	v62 + v70 + v72 + v73 + v74 + v75	The salary packages offered to principals are very attractive.

Note that v13 to v75 correspond to questionnaire items 13 to 75 respectively.

Descriptions of Analyses

Frequencies

These analyses provide item frequencies with v13 to v75 corresponding to questionnaire items 13 to 75 respectively. The other variables are labelled and should be self-explanatory. Career Aspirations which corresponds to item 12 on the questionnaire is an important variable. The results on this item are particularly noteworthy.

Cross Tabulations "Cross tabs"

Whereas frequency is associated with one variable, the Cross tabs procedure forms tables that allow the reader to interpret data according to more that one variable simultaneously. For example a cross tab of *highest qual* * *position* provides the reader with frequencies for each *highest qual* for each *position* (and vice-versa). As there are seven *highest qual* categories and *three* position categories, a 21-cell table is possible.

General Linear Model (GLM)

It was decided to investigate the influence of Q12 (Career Aspirations) on the ten scales in the above table. To do this, responses a and b were grouped together and responses c, d, e and f were grouped together. This new grouping variable was called ASPIRMOD and has been used in subsequent analyses.

GLM is multivariate analysis of variance. Did those who responded a or b on Q12 respond differently on the 10 scales compared to those who answered c, d, e, or f on Q12? The multivariate test for the full sample revealed that this is the case. In fact, the Tests of Between-Subjects Effects table shows that, apart from Gender Bias and Interview Problems, statistically significant differences were found for all scales ($p<.05$). See page 5 of GLM printout with ASPIRMOD as source.

Oneway

Oneway is analysis of variance. The analysis shown here (see the oneway output) investigated whether males and females differed significantly on the Gender Bias scale. The test was significant ($p<.001$) which indicates that males and females did differ in their perceptions of Gender Bias. The mean scores show that females perceived much greater Gender Bias that did males.

Univariate Analysis of Variance

This analysis is similar to Oneway but investigates the effect of Gender AND Position in the one analysis. For the full sample, gender was a significant predictor of Gender Bias but Position was not a significant predictor (see Test of Between-Subjects Effects table).

APPENDIX F

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From

Phase One of

The Project

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